



Deliverable 3.3, 4.1 and 4.2 Feedback, Action plans and Roll-out plan



This document is related to deliverables 3.3, 4.1 and 4.2 of the project. In the Netherlands we took surveys amongst teachers and entrepreneurs in Groningen and Haaksbergen to learn what AdoptIDee has to offer and what they have experienced in the edition. We have analysed these results and made action points on how to improve the AdoptIDee-formula.. In Italy we <DESCRIBE ACTIVITIES>

Results surveys the Netherlands

In the Netherlands we sent surveys out to all teachers and entrepreneurs through MS Forms. We received feedback from 19 teachers and 32 entrepreneurs. The forms can be found via:



Questions teachers

For the teachers we asked the following questions:

1. To what extent has your image of an entrepreneur or the business world changed?
2. How many stars do you give AdoptIDee (rated 1 to 5)?
3. What added value does AdoptIDee have for students and for regular primary school education?
4. What do students learn with AdoptIDee that they normally learn less quickly in class?
5. What do you find difficult about AdoptIDee?
6. Is AdoptIDee an addition to the regular curriculum?
7. Would you like to have the form/steps of AdoptIDee adjusted and if so, which steps and why?
8. What's the most memorable moment of AdoptIDee? We are looking for beautiful quotes that we can use.

Questions entrepreneurs

For the entrepreneurs we had different questions as we want to know their perspective on the initiative and the education. We asked the following questions:

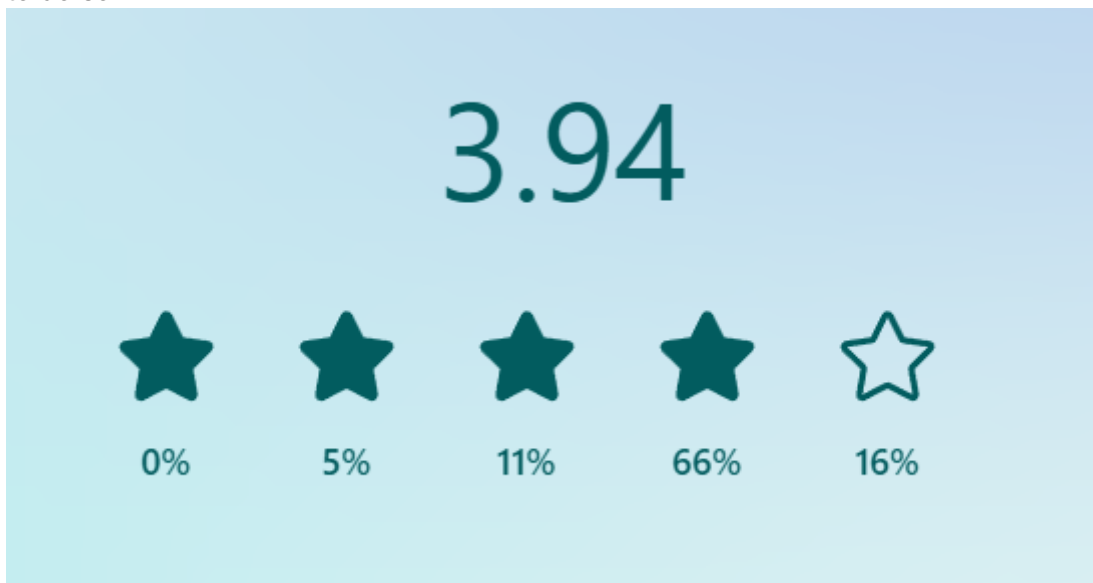
1. For what reason did you participate in AdoptIDee? What were your triggers?
[Options: 1. I see it as a way of implementing a strategy for corporate social responsibility; 2. I want to be inspired by the children; 3. I would like to contribute to the content of education; 4. I want to inspire children to come and work for me; 5. Other]
2. To what extent have you gained a different view of education?
3. What did the children teach you?
4. Why would you want AdoptIDee to continue?
5. What elements do you miss in the AdoptIDee formula?
6. Do you want to participate in a next edition?

Analysis results the Netherlands

In the following we will go into the results of the survey.

Teachers:

1. Most teachers answered that AdoptIDee not really changed their image of an entrepreneur or the business sector. It seems that a lot of teachers are in close contact with entrepreneurs through their social life, next door neighbours or in their family. However 8 teachers stated that, especially the company visit, was of great value for the children as it was their first time to see a company up close.
2. AdoptIDee was rated a 3.94 out of 5.0. It is interesting to see that 5% of the respondents rated 2 stars. Due to privacy legislation the surveys are anonymous and although we have asked if we could have contact details all teachers were reluctant to do so.



3. In the answers to this question we could relate why some teachers gave a 2-star rating. We received the following from a teacher: *"I don't think it adds any value. This is because it takes (too) much time, which I could also invest in improving my education"*. Other teachers valued AdoptIDee for the following reasons:
 - a. Development of executive functions;
 - b. Solutions oriented work proves to be motivating;
 - c. Presenting and pitching;
 - d. Getting to know how companies work;
 - e. Collaborating with other children in the group;
 - f. Being responsible and creative.

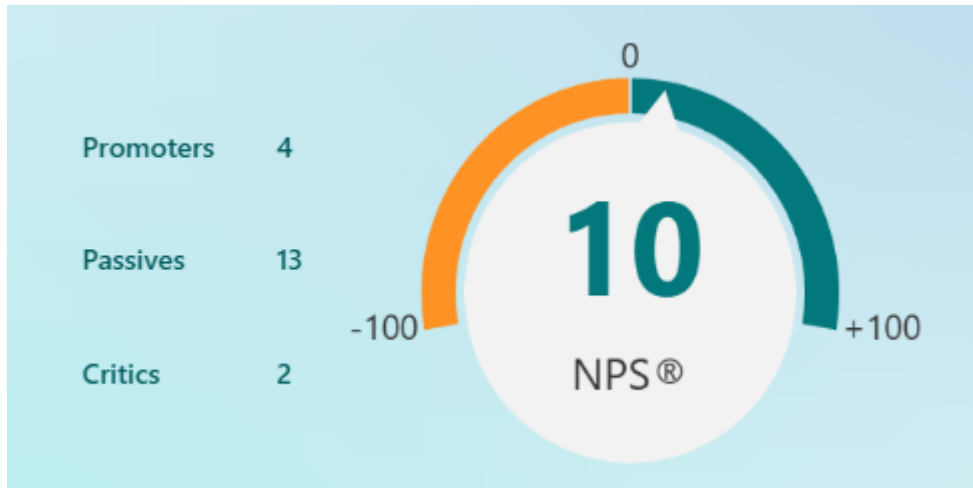
In this experience we divide the teachers target group into two groups:

- a. The teachers that are very task-driven and mainly focused on math and language as these are the points the children will get assessed and are dominant in the follow up education;
 - b. The teachers that see children as more holistic persons that need a broader development than just teaching math and language.
4. Most teachers referred to the design-thinking method. Although well-known it seems that most teachers find it difficult to apply within their learning material. 14 out of 19 teachers emphasized the importance of the solution-based approach.





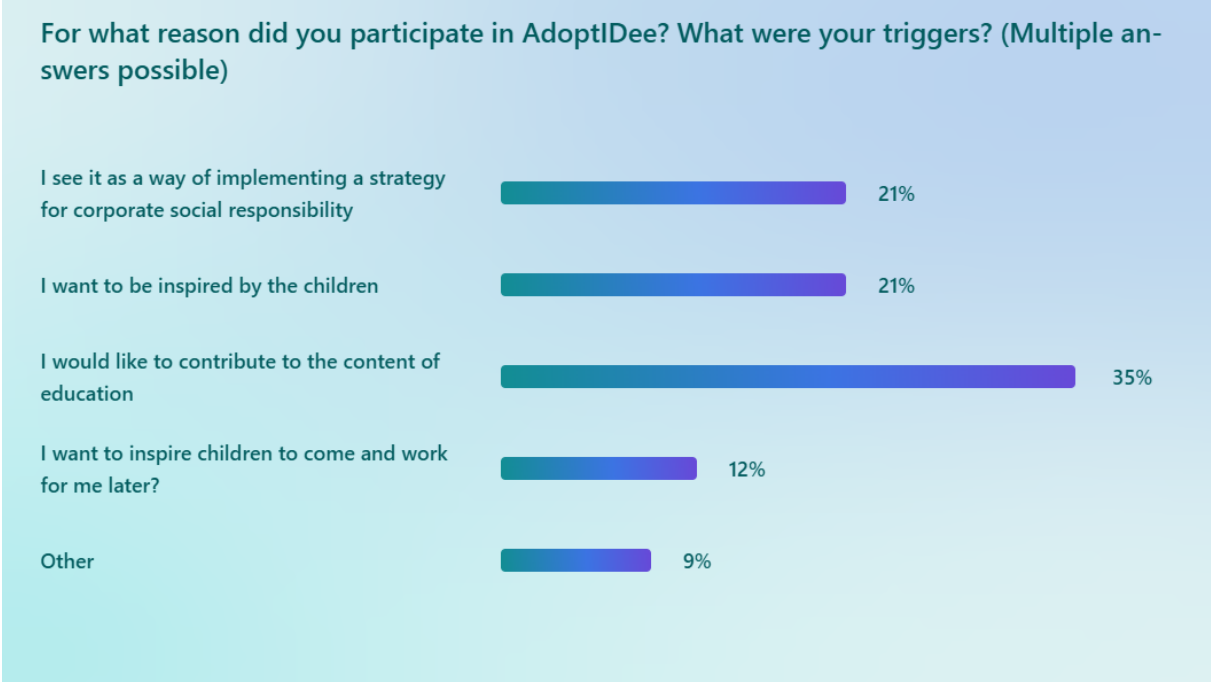
5. The major difficulty that was experienced was the amount of time regarding planning and communication with the entrepreneur. Also some teachers didn't like the lack of valuation for the effort of the children. Some teachers also were self-reflective as they stated that they were uncertain about inspiring and assisting the children in the right way. It proves that AdoptIDee needs a pro-active approach and in that sense is different from 'regular' education.



- 6.
7. Especially the end-day was valued as high by the teachers. However, a lot of teachers complained about the duration of the end-day. They stated that it is too long and that children get bored in the end resulting in unapproved behaviour.
8. Although we received a lot of quotes from the teachers our favourite was: *"I think it's great how children are so amazed by this project. Especially when they visit the company, you see amazed and curious children walking around. And that's what we do it for!"*

Entrepreneurs:

1. Looking at the answers it proves that entrepreneurs are highly committed to contribute to the content of education because 35% of the entrepreneurs noted this. We received the following results:



- One of the aims of AdoptIDee is that teachers and entrepreneurs learn from each other and also respect each other. Many entrepreneurs stated that they were impressed by the modern approaches in class and the freedom children have in the class. Also some entrepreneurs stated that they respect the teachers for their work. 10 out of 32 entrepreneurs didn't have a different view on educations
- The answer to this question is best presented in a table:

What did the children teach you?
That they really have a tremendous drive. Lots of energy to make the best of it.
Don't be too serious!
That 'a sick child' is quite an abstract concept that they do not immediately have a - realistic- image of. And that the answers to the problem are mostly technique-driven (both modern and old-school walkie-talkies :).
To keep an open view of the world.
What is played in the classroom and in free time.
They have come up with some very nice ideas.
That having fun is important.
That you can look at an issue from all angles, and that it works very well if you represent it visually.
That there really are many solutions to the same question!
creative thinking in solutions,
Look at a problem from all different angles
Awareness that raw materials/materials are finite and that solutions are being sought
Enthusiasm, thinking with an open mind, not being hindered by "but that's not possible anyway"
Unfortunately, the children don't teach us anything every year.
Open mind.
Creativity





During my education I learned that you should not immediately tear down innovative ideas with bears on the road.

A different view of problems

Think broadly and not too difficult. The children are really creative.

Keep thinking out of the box, think simply, step by step

That they are more creative than adults.

To keep an open mind

The children are open to ideas and think in terms of solutions.

Creative thinking. Children often think a little easier.

Trying to think more limitlessly

they have a different experience with products and taste

Children are not hindered by limits that are attached to possible solutions.

A fresh look at 'grown-up problems'

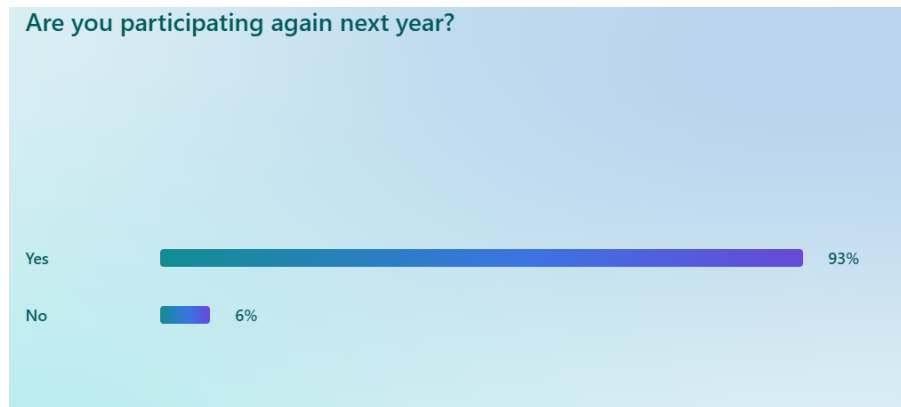
Simple thinking without barricades.

Learning is not always just about transferring knowledge, but asking the right questions can also help children move forward.

4. Entrepreneurs really like AdoptIDee to continue because of several reasons:
 - a. Children will get into contact with technology at a young age by actual challenges;
 - b. Entrepreneurs like that they get inspired by the children and especially the creative way they look at the a challenge. The children help the entrepreneur to create a more open approach in solving issues.
 - c. Entrepreneurs believe that the design-thinking approach is a right way as several companies already integrated this approach in their day-to-day activities. It is appreciated that children learn this methodology at a young age.

5. The answers to this question gave us a lot of new insights. These insights are:
 - a. The end-day takes too long and is too chaotic. This needs more guidance;
 - b. The network of entrepreneurs isn't used in the right way. This network can create interesting partnerships between companies, that could increase the willingness of future participants to join;
 - c. Some entrepreneurs find the formula to be very time-consuming.
 - d. A wider dissemination of the ideas brought up by the children. Currently they are presenting it at the end-day but after that, the solutions aren't communicated at all.

6. Out of the 32 respondents, 30 want to join a next AdoptIDee edition. Meaning that 93% of the respondents is positive about AdoptIDee. The other 2 probably won't be joining because of the reason that it is too time-consuming.



Results analysis Italy:

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Action points:

The research and analysis done has given us great insights into how to improve the AdoptIDee-formula to increase the educational impact of the initiative. These insights are:

1. In order to have more impact and intrinsically motivated teachers, we need to involve the director of the school in a better way. A school needs to have a holistic approach about the development of children. If the school is focusing on task-based education, where for instance mathematics and language are the most important, AdoptIDee won't have the desired educational impact, as the formula is mostly focused on development of executive functions of the children.
2. We currently use lesson books. We want to integrate the philosophy of the EntreComp framework, because due to this project, we strongly believe that AdoptIDee should support education that helps to increase entrepreneurial competences at a young age so that our future society will benefit.
3. A company should always involve two people or more. The founder of the company often is too busy to do follow-up on mails, etc. The founder needs to be supported by colleagues that we can call 'the executioner'.
4. Adding a 'Certificate of Appreciation' that will be handed out by the entrepreneur to the children. In that way the children will get more appreciation and this will increase the joy of working on the assignment and enthusiasm.
5. A lot of teachers find it hard to inspire and assist the children in the design-thinking approach. Mostly because the methodology hasn't been taught at the PABO (teacher programme). The teachers therefore are a bit uncertain about themselves and that doesn't improve the quality of the education. This leads to a action on a short term and on a long term:
 - o Short term: Creating a podcast with a highly motivated and inspiring teacher that didn't have any difficulty in running AdoptIDee. This teacher will be the motivator and inspirator for the other teachers;
 - o Long term: Development of a course to increase entrepreneurial competence where we can use EntreComp as a basis.
6. Create an alumni-network so we create ambassadors and a network that is interesting for entrepreneurs, teachers and directors of schools.
7. Get challenges better aligned with monthly themes that are often used in the education sector. For instance, June is sustainability-month. If we can get this better aligned the support from the education sector will increase.





8. Developing a marketing content agenda where there is sufficient space and time to present the solutions developed by the children. A daily post on Instagram or LinkedIn where the challenge of the company is presented as well as the results of the children. A post like 'AdoptIDee Solution of the day'.

Future roll-out

Our ERASMUS+-project proves the following:

- By creating more digital content, a manual and also digital instructions the scale-up ability of AdoptIDee has proven itself and upscaling the initiative proves to be easier. For instance, the digitalisation (deliverables first work package) has led to a doubling of the number of editions in the Netherlands in 2024 compared to 2023;
- The relevance of AdoptIDee is high. In Italy entrepreneurs, teachers, schools and students were very enthusiastic about the edition and are willing to participate in future projects. Some entrepreneurs even consulted the students after the edition to develop the solutions the students had presented.
- In our approach we focus on the entrepreneurial competences of the children. However, the entrepreneurial competences of teachers are often not very well. And if 'the trainer' isn't capable of learning entrepreneurial competences the children won't learn them either.
- Acquiring funding for a AdoptIDee edition is hard. Because AdoptIDee serves companies, schools and students it becomes a challenge to see who is the real problem owner and who is ready to invest. Municipality funding is doable in the Netherlands but for instance harder in Italy. Also in the Netherlands as well as Italy the education sector struggle with government cuts resulting in limited financial resources to support new initiatives.
- Schools in Italy and the Netherlands are 'judged' on quality mostly regarding skills around mathematics and language. AdoptIDee focuses on the holistic approach of development of children and especially on developing soft skills or executive skills. For a lot of schools a nice-to-have but not a must-have.
- Stichting AdoptIDee needs to develop its governance and organisation in order to grow internationally. Currently there is a lot of interest in the Netherlands where growth can go really fast. However, stichting AdoptIDee currently isn't ready, as an organization, to facilitate this growth. Therefore the board of AdoptIDee has decided to focus on professionalizing the internal foundation and organization in order to manage future growth. This is also the reason why Stichting AdoptIDee has chosen not to participate in a ERASMUS+ proposal with deadline March 2025. It is too soon and we need to professionalize the organization.

The conclusion is that we have gold in our hands but that funding the initiative in a structural way is hard. Developing a scalable revenue model proves to be hard because:

- Schools are often not capable in covering the costs. Also AdoptIDee works with several schools that can end up in a discussion of which school covers which costs, resulting in a long discussion that negatively influences the pace and enthusiasm within a AdoptIDee edition;
- Municipalities however are willing to cover some costs but are not willing to cover costs for a longer period of time. It is incidental funding that is good for the first edition(s) but still won't guarantee a structural embedding of the initiative within the education system.

- Subsidies are interesting but temporarily and we want to use it in order to create a right and sustainable business approach. IDP has done research within Italy to find subsidies that can support future editions of AdoptIDee. The results are In the Netherlands stichting AdoptIDee has given an assignment to consulting firm NEHEM to further investigate subsidy opportunities. There are some of which the grant scheme **Techkwadraat** is the most promising. As a result of this analysis stichting AdoptIDee managed to get involved in four Techkwadraat-applications. Funding through this program will help in further professionalisation of the stichting and of the AdoptIDee-formula, whereas we can hire our own personnel managing editions. We will also use our own personnel to start growing in other countries with Italy as first country.





Upscaling actions

In order to upscale we want to set the following things into motion:

- Development of new ERASMUS+ project that we want to submit in March 2026 with the current consortium members and new members in other countries. We will use the network of IDP in order to so;
- Create a funding mechanism and search for national grants in Italy to further upscale the Italian branche. There is interest but no money. Possibly that ambassador deals with participating companies will be the solution;
- Development of a training course for teachers on how to teach entrepreneurial competence and how to be entrepreneurial.
- Development of a learning effect measurement tool, also based on EntreComp where we can do a before- and after-registration in order to see if our AdoptIDee approach has impact regarding entrepreneurial competences.

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